

Federal Funding Advisory Council
April 8, 2021
via Zoom

Present: Chancellor Maenette Benham, Walter Kahumoku, Sheri Ching, Kaiulani Akamine, Katherine Aumer, Alan Iwasaki - ASUHWO, Brittny Perez – ASUHWO, Leslie Rush, Donna Shaver, Rouel Velasco.
Recorder: Christine Neves

Budget Format & Reporting (Sheri Ching)

Sheri shared the following spreadsheet—a BEGINNING DRAFT—to provide hui members with a framing of budgeting requirements. More on this will be provided as we get clearer on the funding, eligible expenses, and allocations.

Funding Agency:	US DOE		
Award Number:	P425F200879		
Action Number:	2		
Short Title:	CRRSAA (Tranche II)		
UH Proposal Number:	39992		
Amount:	\$2,218,948		
Indirect Cost Rate:	36.50%		

CG BUDGET CODE	EXPENSE DESCRIPTION	AMOUNT	NOTES
C100	SALARIES & WAGES		
C101	OVERLOAD		
C102	CASUAL	\$140,000	IT casual hires
C103	STUDENT HELP-REGULAR	\$260,000	IT, DE (under Gloria), Multi-Modality Teaching/Learning (under John) Student Help
C104	STUDENT HELP-WORKSTUDY		N/A
C105	FRINGE BENEFITS	\$4,100	Fringe benefit costs for payroll costs above
C106	SERVICES-FEE BASIS		Independent contractor; fee for service
C107	MATERIALS & SUPPLIES	\$1,000,000	PPE/Sanitization Products, IT supplies/computers
C108	TRAVEL DOMESTIC		Cost of travel--airfare, hotel, car rental, mileage
C109	TRAVEL INTERNATIONAL		
C110	PRINT & PUB		Printing, Signage
C111	UTIL & COMM		Electricity, Water/Sewer, Phone (Wi-Fi)
C112	RENTALS		Equipment rental
C113	REPAIRS		Also includes maintenance
C114	TUITION		Write-off of outstanding student balances via scholarship; exempt from IDC
C115	STIPENDS & ALLOWANCES		Student grants; exempt from IDC
C116	EQUIPMENT		\$5000 +/-unit; exempt from IDC
C117	OTHER	\$221,503	Computer Software, Training & Training Materials, able to reallocate
	TOTAL DIRECT COSTS	\$1,625,603	
	MODIFIED TOTAL DIRECT COSTS	\$1,625,603	
C990	INDIRECT COST	\$593,345	Modified Total Direct Cost * 36.50%; Overhead costs
	TOTAL COSTS	\$2,218,948	
	TOTAL BALANCE LEFT TO BUDGET:	\$0	
	REMAINING AMOUNT SUBJECT TO DIRECT COSTS:	\$0	

- Payroll categories on the sheet above are based on existing personnel in positions.
- The budget can be reallocated within categories.
- Items in yellow are exempt from indirect costs.

- Student hires paid from these funds are not guaranteed continued employment after the funds are spent. CARES funds were used to provide resources to students including scholarship and employment.

CRRSAA III (MSI)

Funding Agency:	US DOE		
Award Number:	P425L200164		
Action Number:	4		
Short Title:	CRRSAA (Tranche III/MSI)		
UH Proposal Number:	40228		
Amount:	\$2,213,850		
Indirect Cost Rate:	36.50%		
CATEGORY CODE	EXPENSE DESCRIPTION	AMOUNT	NOTES
C100	SALARIES & WAGES	\$200,000	Temporary positions (Early College, Library, IRO, SCFS)
C101	OVERLOAD	\$50,000	Summer '21 Curriculum Development (Hybrid, DE learning)
C102	CASUAL	\$340,000	Casual position (Student Affairs--Noeau Tutors, Admission, Financial Aid, Counseling; Compliance; Lab Support)
C103	STUDENT HELP-REGULAR	\$170,000	Student Affairs student help (Enrollment Services, ADA, Noeau Center, Intramurals)
C104	STUDENT HELP-WORKSTUDY		N/A
C105	FRINGE BENEFITS	\$112,650	Fringe benefit costs for payroll costs above
C106	SERVICES-FEE BASIS	\$50,000	Independent contractor; fee for service
C107	MATERIALS & SUPPLIES		
C108	TRAVEL DOMESTIC		
C109	TRAVEL INTERNATIONAL		
C110	PRINT & PUB		
C111	UTIL & COMM		
C112	RENTALS		
C113	REPAIRS		
C114	TUITION		
C115	STIPENDS & ALLOWANCES		
C116	EQUIPMENT		
C117	OTHER	\$699,218	Computer Software, Training & Training Materials, able to reallocate
	TOTAL DIRECT COSTS	\$1,621,868	
	MODIFIED TOTAL DIRECT COSTS	\$1,621,868	
C990	INDIRECT COST	\$591,982	Modified Total Direct Costs * 36.5%; Overhead costs
	TOTAL COSTS	\$2,213,850	
	TOTAL BALANCE LEFT TO BUDGET:	\$0	
	REMAINING AMOUNT SUBJECT TO DIRECT COSTS:	\$0	

- Overload funds may also be used for curriculum development and hybrid learning.
- Regarding use of HEERF money for casual hires to appoint them as temporary, causal hires are 90-day hires, without benefits, and will need to be rehired each time to cover the entire academic year, on the other hand, temporary hires require additional funds to cover fringe benefits.

Sheri then shared the website, accessible via UHWO website, that houses all the information required by the USDOE on how all funds are spent. Funds are broken down in the three tranches with detailed reporting on each transaction listed.

UHWO is required to provide quarterly reports on how all the funds are used. Annual reporting consolidates numbers and is also provided to the federal government.

The process to spend funds states UHWO pays upfront and draws down from the balance after that to complete the process.

Proposal Development & Review (Chancellor & Walter)

Hui discussed this request for funding.
(see page 4)

University of Hawai'i – West O'ahu
Procurement Request (Form v3-070720)

3/25
Proposal

VCs discussed = Approved

Instructions

Complete the following fields noted below for ALL requested procurement transactions (including PCard) PRIOR to purchase when utilizing General, Special (including TESP), and Revolving (including RTRF) funds and CARPS Funding (part II & III) and route for approval to the respective Account Supervisor, Vice Chancellor and Chancellor.

Attach the approved form to support the respective procurement transaction documents (PCDO, requisition, DV).

NOTE: This form does not replace any currently required University procurement related forms (e.g., Form 56-136, Form 73, etc.); however, if information requested on this form is consistent with other procurement related forms you may reference information as necessary. Routing this form for approval is not required if vendor charges and/or total amount is increased by < \$100 or 20% of total, whichever is lower.

Department/Program: Student Engagement/No'ean Center
Name of Event (if applicable): Summer Online Learning Community
Date Good(s)/Service(s) Requested: Summer 2021 First Session

KFS Account	Vendor	Amount	Description
		6093	1 Math 115 instructor (R2) (3 cr) \$1985
		2032	1 Math 198 instructor (R2) (1 cr) \$1985
		2032	1 SD 102 instructor (1 cr)
		4504	2 Tutors (20 hr) x \$14
		21813	1 LC Coordinator (2) 89 day contract hire
		TOTAL	36475 14K

Math Bridge

Coordinator to be hired after program is established.

Justification for the purchase(s) and attach supporting documentation as necessary (include explanation of how the purchase(s) benefits the University department/program and students and the impact to the department/program students if the purchase is not approved (purchase must be considered "mission critical" and/or "health/safety" related):

Online Learning Community (Math 115/Math 198/SD 102) proposed. Pivot towards building an online Summer Learning Community grounded in Place, Culture and Identity themes that links a math statistics course with supplemental lab and tutor support to foster student success and retention. With the campus migrating online due to the COVID pandemic, students have reported continued struggle with, and need for, peer interaction that can build relationship and support in order to experience academic success. Building communities of learners has become more challenging in a virtual setting. This high impact practice using the learning community approach is intended to explore methods in

Approved:

[Signature] 03/24/2021
Name/Signature of Account Supervisor Date

Approved / Disapproved:

APPROVED [Signature] 03-24-2021
Name/Signature of Vice Chancellor Date

Approved / Disapproved:

[Signature]
Name/Signature of Chancellor Date

NOTE: The above procurement request was submitted for review/approval to the Executive Team, which had been recently approved. Note that there will be a more “formal” process with forms that will first be reviewed by the VCs. The “procurement form” (the proposal format presented above) will not be used going forward.

The above proposal was used as a “practice” case for the Hui to discuss the merit of the request (strengths, weaknesses, revisions, etc.). Kaiulani explained the purpose of the proposal: to support and streamline student transition/bridging into UHWO. Creating this Math bridge as a pilot program should help create a clear pathway for students who oftentimes have trouble entering college-level math classes. The goal is to help students to enter college qualified at the Math 115 level while building a relationship with tutors—sense of belonging.

The hui employed the draft Business Model Diagram below (page 7) that provides hui members with criteria to assess proposals for federal funding. The business model criteria essential to the process: Resource Optimization, External Stakeholder Benefit, Internal Process Alignment and Strategic Position with inputs, outputs, and outcomes.

Once discussions started on this procurement requests, questions were answered as to why students were having a difficult time with math and writing. Looking for ways to help them along would increase the chances of them enrolling in college. For example, the proposal review process highlighted the importance of using the draft business model and perhaps the addition of a quantitative rubric for each; it reminded the hui the importance of partnerships across campus—i.e., this proposal required partnership between OVCSA and OVCAA.

Suggestions on developing model benchmarks, to know that inputs and outputs are being met, is still being discussed.

Some Questions that came up in our proposal discussion:

Are we getting a cell tower with this one?

We hope so. Discussions continue on placing a cell tower on university land near the Kualakai off ramp.

Are there student hiring opportunities available for internships? Meaning, can they be used for Senior Capstone Opportunities?

None of them yet. It would need to tie in the student hire into a COVID justification.

Will Distance Education students be excluded again?

No., unlike Tranche I, funds are now open to all students.

Our website states eligibility for group 3 and 4 students will not be by application. then how?

This is an older version. Chancellor will speak to Communications and IT to place correct information on the website. They are getting them sent out from Financial Aid if they submitted a FAFSA.

Will there be more work-study opportunities for DE students?

The Financial Aid Office is working hard to increase work study money. A lot of tutors are paid via work study. Students hired with a work study allotment is great, but most have funds coming from other sources also. Work Study jobs are in the SECE system. Due to COVID, tutoring has all moved online which is making it easier for neighbor island students to also apply as a virtual tutor.

When we do get audited, do we have to give certain about of money back if it's not spent appropriately? We are audited annually, and results are reported to the Board of Regents and posted. However, these funds are different from the usually extramural funds. If cited, fines will be based on the approved budget amount and what the parameters of allowable usage may be.

Chancellor asked Kaiulani to work with Brittany to offline to further discuss internships. She also stated that Rouel should be a good starting point to begin creating a proposal for consideration that will assist students, especially neighbor island students, in getting internship jobs with the ARPA funds.

After discussion meeting was closed.

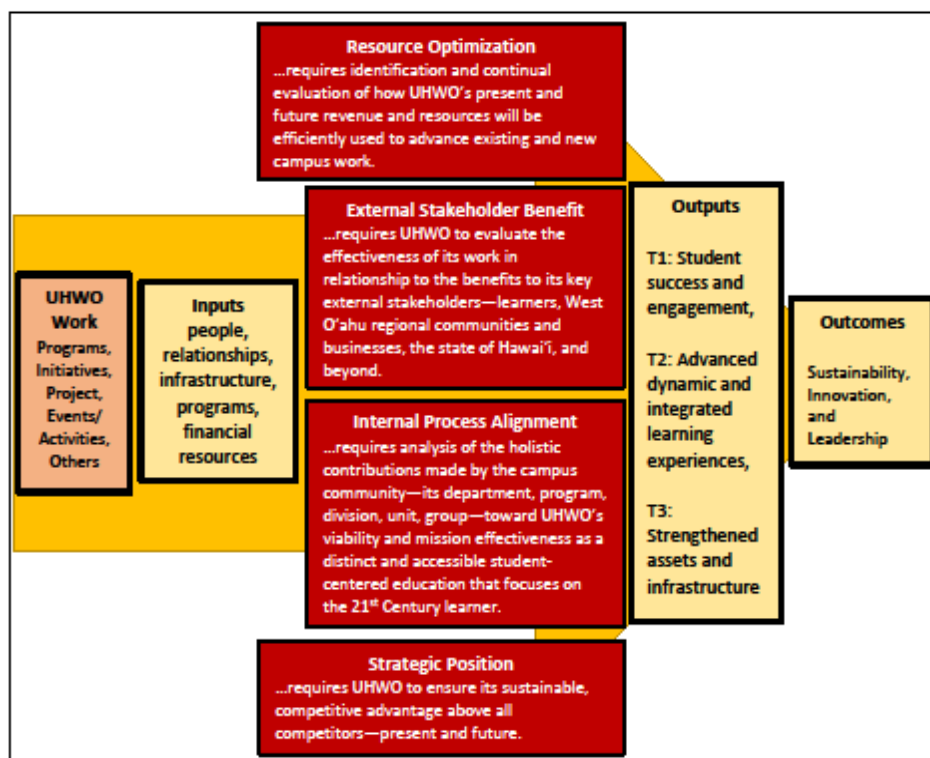
Next Meeting

The next meeting of the Federal Fund Advisory Council will be on:

Thursday, April 22, 2021

8:30 – 10:00am

Draft Business Model Diagram



Model Descriptors

Overarching Model Explanation

UHWO will use this flexible and transparent model to continually examine through feedback and data analysis to optimize resources, diversify revenue streams, and advance the ability to remain solvent and sustainable. This model critically examines both present and future work by articulating the Inputs (e.g. people, relationships, infrastructure, programs, financial resources), Four Criteria (e.g. resource optimization, external stakeholder benefit, internal process alignment, strategic positioning) to produce three clear Outputs (e.g. student success and engagement, advanced dynamic and integrated learning experiences, strengthened assets and infrastructure) and three long-range Outcomes (e.g. Sustainability, Innovation, and Leadership).